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Overall	 	<ul style="list-style-type: none"> Promote the early childhood agenda with statewide constituents and interested parties Incorporate the use of kindergarten readiness definition and screener data into professional development, into STARS, use by the CECCs, etc. 	YTD, Terry Tolan has presented to community groups, including CECC members, in Bowling Green, London (2), Leitchfield, Princeton, Hopkinsville, and Louisville (2). She (with ECAC members) also presented at the KSBA conference, the CECC 2012 Annual Institute, the Preschool Institute in Northern KY and Corbin, the Cooperative Extension Conference, the KASA Conference, the Infant Toddler Conference, the Henderson ribbon cutting, Elizabethtown, the Governor's Local Issues Conference and will present at the FRYSC Fall Conference.
Program investment Makes budget recommendations on Kids Now program funding		<ul style="list-style-type: none"> Implement a more robust program review process that includes analysis of overall funding, dollars leveraged, outcomes data and unmet needs. 	The Program Investment Committee met August 23 in the Office of Early Childhood to begin a detailed review of KIDS NOW initiatives and will meet again on September 14 to continue that work. Cabinet staff provided excellent information on programs, funding and outcomes. The Committee has asked for additional information in an effort to fully understand program effectiveness. The Committee will also develop a draft of guiding principles for use in making future KIDS NOW funding decisions for ECAC consideration. The Committee has begun a conversation about how to attract private funds for early care and education that could be funneled through the soon-to-be established Transforming Education in Kentucky Fund. The fund will target early care and education, elementary and secondary education.
Assessment Recommend number and type of screening tools Promote Standards, Definition and data collection	    	<ul style="list-style-type: none"> Screener identified Staff trained Screener administered Data collected and widely shared Revise Early childhood Standards to reflect 5 domains Incorporate changes into the assessment guide and parent guides 	The assessment subcommittee has met three times since the last ECAC meeting. The purpose of the meetings was to finalize revisions to the Kentucky Early Learning Standards. A core team was convened to review the existing document and suggest updates to the rest of the subcommittee. Updates to the document included: updating language to align the document with recent changes in the Head Start Child Development and Early Learning Framework, inclusion of the Kentucky definition of School Readiness, and updated references to the Kentucky Core Academic Standards. The finalized document will be presented at the September 20 th meeting of the ECAC for approval.

Community Collaboration Align CECC funding with local collaboration goals Promote collaboration competencies	   	<ul style="list-style-type: none"> • Begin to create models for excellent CECCs, able to deliver on the vision of our work at the local level. • Build competencies in assessment, using kindergarten screener data, engaging families and community change models • Build a plan for regular communication with all CECC members • Consider some capacity building incentive for creating local models (community planning grants to develop local plans for change) as additional competitive grants 	<p>The Community Collaboration Subcommittee presented a payment recommendation to the ECAC at the July 19th meeting. Since then the group has taken time to consider the next steps for supporting the CECC for the upcoming year. The group will meet again in early October to consider how to gather best practices from councils regarding use of screener data, collaboration with community partners and other promising practices. The group also added two additional members in September: Gerry Roll, Foundation for Appalachia Kentucky and Kathleen Brough, School Support Specialist for the US Army Reserves.</p>
STARS for KIDS NOW Improve quality early care and education. Increase STARS participation across public and private sectors	   	<ul style="list-style-type: none"> • Retool/ improve the current rating system. • Continue to crosswalk public, Head Start and child care standards • Conduct research needed to establish what the unit cost is for each star level and develop a plan for sustainability • Aggressively promote participation in STARS 	<p>The STARS workgroup paused while a new chair was being recruited. Chair Tracy Haddix will convene her group on September 20th in the afternoon.</p>
Data Systems Identify type and level of data in the longitudinal data system Encourage private sector data	  	<ul style="list-style-type: none"> • Identify the strategic questions we are trying to answer • Integrate all necessary early childhood data • Identify missing data needed to answer the questions 	<p>The Data Group hosted a focus group around the screener information and how a county early childhood profile or feedback report would function. The focus group included superintendents, FRYSCs, CECC Chairs, school board members, First Steps providers, and many other early childhood professionals that gave amazing feedback to inform the development of a county level feedback report.</p> <p>The P20 Data Collaborative is working on a mock up of a feedback report based on the input</p>

inclusion		<ul style="list-style-type: none"> Plan for the timely integration and dissemination of kindergarten entry data including demographic markers 	from the focus group.
Professional Development Integrate public and private PD system Encourage cross system collaboration Develop a PD Lattice		<ul style="list-style-type: none"> Develop a master plan for creating a highly effective, accessible, and integrated professional development system for early childhood educators 	<p>Final details are being negotiated with the Landscape survey on Professional Development, which will give Kentucky a snapshot of the professional development field at this time. The survey will give guidance to the following sub-group subcommittees:</p> <ul style="list-style-type: none"> Core Content Trainer Competency Technical Assistance <p>Co-chairs of sub-groups are forming their committees to reflect both geographical and program diversity.</p> <p>The professional development workgroup is building within the vision of their work a continuum of the early care and education workforce from high school student to graduate work. This continuum will give guidance in planning for a potential summit on Professional Development in Early Care and Education.</p>
		<ul style="list-style-type: none"> Revise the core content with specific enhancement of training on kindergarten readiness, assessment/screener, family engagement, and CLASS or other measures of interaction 	
		<ul style="list-style-type: none"> Create a technical assistance/coaching credential 	
		<ul style="list-style-type: none"> Enhance the Trainers' competencies to deliver high quality training including strengthen distance learning capacity, FET principles, and increased application of best practices 	
Community Engagement Establish tools and processes for engaging citizens in advocacy for		<ul style="list-style-type: none"> The goal of the Community Engagement committee is to build public and private will to ensure that all children are ready for school 	<p>The Committee met once in Louisville and once by webinar to discuss the communications and outreach plan. Next steps were discussed and the website site map and prototype were reviewed.</p> <p>A communications survey was selected and was sent out on September 12, 2012.</p> <p>After the survey is analyzed, Lacey McNary will present to the Councils via webinar on</p>
		<ul style="list-style-type: none"> Establish an attractive and 	

early childhood	 	informative web presence <ul style="list-style-type: none">• Create and implement a plan for regular communication with all constituent groups• Focus on celebrating successes	communications needs and planning.
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